

Homework for Today

Wednesday March 29, 2017

Absent

6A

None

6B

None

6C

none

Science -

Review for CAP  
Turn in Density WS / Energy WS - HW

Social Studies -

Review for CAP / ~~SS packet due Fri~~  
~~SS packet~~ Finish Final Four SS packet in  
Class. ~~SS workbook pages 248-255~~

Reading -

Discussed Tip #4

- Read "Can Your Dog Predict the  
Future?" and questions

English/Language Arts -

Collected OST #2

HW: Read / Reading Log due FRI.  
OST Goal due Thurs.

Math -

Multiplying Fractions by whole #s / fractions

Block 3: Order ups, multiplying mixed #s Lesson 4

Other -



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **“Can Your Dog Predict the Future?” Quiz**

**Directions:** Read “Can Your Dog Predict the Future?” Then answer the questions below.

1. Which claim could BEST be supported by information in the article?
  - Ⓐ Soon, people everywhere will use warning systems that report strange pet behavior.
  - Ⓑ Animals have a magical sixth sense that allows them to predict the future.
  - Ⓒ Some animals have highly developed senses that help alert them to coming danger.
  - Ⓓ Scientific research has proven that animals are more likely to survive disasters than humans are.
2. Which of the following lines supports the claim you chose in question 1?
  - Ⓐ “Or maybe he’s just hungry.” (p. 27)
  - Ⓑ “Experts believe that animals may be more attuned than humans to changes in air pressure, temperature, and other environmental conditions . . .” (p. 27)
  - Ⓒ “‘Animals have senses that are much more sensitive than humans,’ says Marina Haynes, an animal behavior scientist . . .” (p. 27)
  - Ⓓ both B and C
3. A diagram comparing an animal’s nose with a human’s nose would support which section of the article?
  - Ⓐ the introduction
  - Ⓑ “Magical Powers?”
  - Ⓒ “Warning Systems”
  - Ⓓ Such a diagram would not support any section of the article.
4. On page 27, the author writes, “Did many of these animals survive unscathed because they knew something humans didn’t?” What is the purpose of this rhetorical question?
  - Ⓐ to help readers understand that a huge number of animals survived
  - Ⓑ to imply that humans should pay more attention to disaster warning signs
  - Ⓒ to suggest a reason for the animals’ survival
  - Ⓓ to emphasize that animals are magical

### **Constructed-Response Questions**



**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

5. Consider the question posed in the headline. According to the article, can a dog “predict the future”? Use text evidence.
6. Could unusual animal behavior be used as a disaster warning system for humans? Why or why not? Explain.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## "Should You Give Up Summer Vacation?" Quiz

**Directions:** Read "Should You Give Up Summer Vacation?" and then answer the questions below.

1. The author develops the idea that a year-round school schedule can be beneficial for students in all of the following ways EXCEPT
  - (A) by explaining the origin of summer vacation.
  - (B) by listing the types of intersession classes students can take at some year-round schools.
  - (C) by explaining what summer learning loss is.
  - (D) by quoting a student who attends year-round school.
2. Imagine that there is a study about how a year-round school schedule affects students' grades. A quote from this study would best fit into which section of the article?
  - (A) the introduction
  - (B) An American Tradition
  - (C) More Breaks, Less Stress
  - (D) It would not fit anywhere in the article.
3. Which of the following lines supports the idea that summer vacation is outdated?
  - (A) "Reorganizing the year has academic benefits too." (p. 28)
  - (B) "It's an American tradition, a time to create lasting memories." (p. 29)
  - (C) "Today, we have air-conditioning." (p. 29)
  - (D) "Chances are, staying in school is not your top pick." (p. 28)
4. Consider this line: "Try setting up a soccer game with another school when you're on a break every few weeks" (p. 29). How does this line contribute to the article?
  - (A) It offers a rebuttal to the argument that a year-round school schedule has academic benefits.
  - (B) It supports the claim that extra breaks throughout the school year relieve stress.
  - (C) It offers a rebuttal to the argument that summer vacation is an important tradition.
  - (D) It supports the claim that a year-round school calendar can cause scheduling conflicts.
5. The author writes, "But is tradition a good enough reason to keep it around?" What literary device is she using?
  - (A) hyperbole
  - (B) rhetorical question
  - (C) metaphor
  - (D) symbolism
6. The purpose of the literary device in question 5 is
  - (A) to encourage readers to question the value of summer vacation.
  - (B) to convince readers of the value of summer vacation.
  - (C) to emphasize how long summer vacation has been around.
  - (D) to support the idea that summer vacation is harmful.

### Constructed-Response Questions

**Directions:** Write your answers to the questions below on the back of this paper or type them up on a computer.

7. Choose one argument used in the article that supports keeping a long summer vacation. Explain whether that argument is weak or strong. Use text evidence.
8. Laura Kelsey writes, "For many kids . . . summer days are spent mostly indoors, playing video games and watching TV." What point is she making with this information?

add only

NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

## Lesson 2 Homework Practice

### Multiply Fractions and Whole Numbers

Multiply. Write in simplest form.

1.  $5 \times \frac{1}{5}$

2.  $15 \times \frac{1}{3}$

3.  $36 \times \frac{1}{9}$

4.  $15 \times \frac{2}{3}$

5.  $24 \times \frac{3}{8}$

6.  $20 \times \frac{3}{4}$

7.  $11 \times \frac{9}{10}$

8.  $11 \times \frac{3}{4}$

9.  $10 \times \frac{6}{7}$

10.  $\frac{2}{5} \times 25$

11.  $\frac{4}{6} \times 30$

12.  $\frac{3}{4} \times 28$

13.  $\frac{3}{7} \times 10$

14.  $\frac{3}{8} \times 4$

15.  $\frac{5}{6} \times 4$

16. **CHARITY** At a charity bike rally,  $\frac{2}{3}$  of the student population of Heartsworth Middle School participated. If there are 1,200 students at Heartsworth, how many participated?

17. **ALLIGATORS** At a local river, there were 48 alligators laying on the riverbank. If  $\frac{5}{6}$  of the alligators were asleep, how many were *not* asleep?

18. **GEOGRAPHY** The width of Florida is about  $\frac{4}{5}$  of its length. If the length of Florida is about 450 miles, what is its approximate width?



adds only

NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

## Lesson 3 Homework Practice

### Multiply Fractions

Multiply. Write in simplest form.

1.  $\frac{1}{4} \times \frac{3}{5}$

2.  $\frac{7}{8} \times \frac{1}{3}$

3.  $\frac{1}{2} \times \frac{3}{4}$

4.  $\frac{2}{3} \times \frac{2}{9}$

5.  $\frac{1}{3} \times 11$

6.  $\frac{1}{2} \times 12$

7.  $\frac{5}{6} \times 21$

8.  $\frac{3}{4} \times 10$

9.  $\frac{1}{4} \times \frac{4}{5}$

10.  $\frac{4}{9} \times \frac{3}{8}$

11.  $\frac{7}{10} \times \frac{4}{21}$

12.  $\frac{3}{5} \times \frac{5}{12}$

13.  $\frac{6}{7} \times \frac{1}{8}$

14.  $\frac{9}{11} \times \frac{4}{15}$

15.  $\frac{8}{9} \times \frac{9}{10}$

16.  $\frac{1}{3} \times \frac{1}{4} \times \frac{1}{5}$

17.  $\frac{3}{4} \times \frac{3}{8} \times \frac{2}{3}$

18.  $\frac{2}{3} \times \frac{12}{17} \times \frac{1}{4}$

19. **SPORTS** Of the sixth graders in a school,  $\frac{4}{5}$  play at least one sport.

Of those,  $\frac{2}{3}$  play on a team. What fraction of the sixth graders play a sport on a team?

20. **AQUARIUM** A model of the ocean floor takes up  $\frac{2}{5}$  of the space in an aquarium. If  $\frac{3}{8}$  of the model is coral, what fraction of the space in the aquarium is taken up by coral?





Block 2 odds only

NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

## Lesson 4 Homework Practice

### Multiply Mixed Numbers

Multiply. Write in simplest form.

1.  $\frac{4}{5} \times 3\frac{1}{8}$

2.  $\frac{9}{10} \times 3\frac{1}{3}$

3.  $1\frac{3}{5} \times \frac{3}{5}$

4.  $2\frac{5}{8} \times \frac{2}{3}$

5.  $\frac{2}{3} \times 3\frac{1}{4}$

6.  $\frac{3}{4} \times 2\frac{2}{3}$

7.  $1\frac{1}{4} \times 2\frac{2}{3}$

8.  $5\frac{1}{3} \times 2\frac{1}{4}$

9.  $2\frac{1}{5} \times 1\frac{1}{4}$

10.  $6\frac{4}{5} \times 1\frac{2}{3}$

11.  $3\frac{3}{7} \times 5\frac{1}{8}$

12.  $8\frac{3}{4} \times 4\frac{1}{5}$

13.  $\frac{2}{9} \times \frac{3}{4} \times 2\frac{1}{4}$

14.  $5\frac{1}{2} \times 3\frac{1}{3} \times \frac{1}{6}$

15.  $1\frac{1}{2} \times 2\frac{1}{6} \times 1\frac{1}{5}$

16. **LUMBER** A lumber yard has a scrap sheet of plywood that is  $23\frac{3}{4}$  inches by  $41\frac{1}{5}$  inches. What is the area of the plywood?

17. **LANDSCAPING** A planter box in the city plaza measures  $3\frac{2}{3}$  feet by  $4\frac{1}{8}$  feet by  $2\frac{1}{2}$  feet. Find the volume of the planter box.

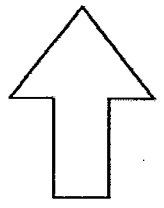


**Students:** Cut apart each strip and complete the activity.

7	Solve: $\frac{1}{9} \times 1 = ?$
$2\frac{5}{8}$	Solve: $\frac{2}{5} \times 2 = ?$
$\frac{1}{9}$	Solve: $\frac{5}{6} \times 4 = ?$
$2\frac{2}{3}$	Solve: $\frac{4}{5} \times 9 = ?$
$\frac{4}{5}$	Solve: $\frac{7}{8} \times 8 = ?$
$7\frac{1}{5}$	Solve: $\frac{3}{8} \times 7 = ?$
$3\frac{1}{3}$	<b>YOU FINISHED!</b>
<b>START</b>	Solve: $\frac{1}{2} \times 5 = ?$
$2\frac{4}{7}$	Solve: $\frac{2}{3} \times 4 = ?$
$2\frac{1}{2}$	Solve: $\frac{6}{7} \times 3 = ?$



# ORDER UP!



YOU FINISHED!

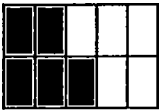






4  
7 × 5

1  
8 × 3

START



**Students:** Cut apart each strip and complete the activity.

$\frac{16}{27}$	Solve:  X 
Write, then Share  ►  	<b>YOU FINISHED!</b>
$\frac{3}{16}$	Solve: $\frac{5}{6}$ X $\frac{4}{5}$
$\frac{18}{33}$	Solve: Mimi was making cookies and wanted to make a smaller batch. She needed to use $\frac{1}{2}$ of the $\frac{3}{4}$ cup of flour in the recipe. How much flour did Mimi need to make her cookies?
$\frac{1}{6}$	Solve: Saul's mom handed him a bottle of soda that was $\frac{3}{4}$ full. She told him that he could have $\frac{1}{4}$ of what was left. How much soda did Saul get?
$\frac{3}{8}$	Solve:  X 
$\frac{2}{10}$	Solve: Mary had $\frac{1}{3}$ of her birthday cake left after her party. She wanted to share $\frac{1}{2}$ of that with her brother. How much cake did her brother receive?
$\frac{20}{30}$	Solve: $\frac{9}{11}$ X $\frac{2}{3}$
<b>START</b>	Warm-Up Problem: $\frac{1}{2}$ X $\frac{2}{5}$
$\frac{10}{80}$	In your journal: Write a story problem OR model that requires multiplying a fraction by a fraction. When instructed, you will switch papers and have a partner solve your problem. Trade back and check their work.





# ORDER UP!

	YOU FINISHED!
START	



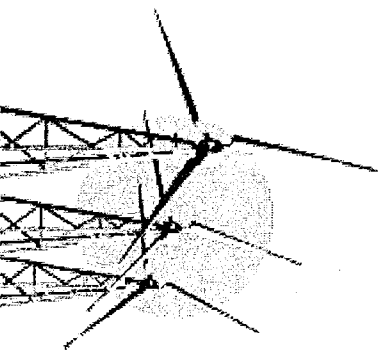
Name \_\_\_\_\_



## What Is Energy?

By Patti Hutchison

Energy is defined as the ability to do work. Every living thing needs energy. Most of it comes from the sun. Plants are producers. They capture the sun's energy. They use it to grow and reproduce. Any energy that is not used by the plant is stored. Animals are consumers. They eat the plants to get energy for their own life processes. We need energy in order to be able to do anything.



What did you eat this morning? Did you have a bowl of cereal? A piece of toast? These foods are made from grains, which come from plants. When you eat them, you are consuming the energy the plants have stored from the sun. This energy is released by your body. It helps you to do work.

Solar energy flows through the food chain. The food chain is a diagram that shows how energy from the sun is used by producers. It also shows how this energy is transferred to consumers in an ecosystem.

There is energy all around us. What do we use it for? We use it to keep warm. We use it to power our vehicles. Did you ever stop to think of where this energy comes from? If you heat with wood, it comes from plants. Even fossil fuels such as gasoline come from decayed plants and animals. Where did they get this energy they are now giving off? You guessed it- from the sun!

Energy sources are like natural resources. They can be renewable or nonrenewable. Solar energy is, of course, a renewable resource. The sun isn't likely to burn out for billions of years. It will keep sending solar energy our way.

Energy from plants is also a renewable energy source. Trees are cut for firewood to heat our homes. They can be replanted. If our forests

are managed in this way, we will have wood to use as energy for years to come.

Fossil fuels, on the other hand, took millions of years to form. It would take millions of years for them to form again. These are nonrenewable sources of energy. Some examples are coal, oil, and natural gas.

There is a scientific law that says that energy cannot be created or destroyed. However, it can change from one form to another. There are two basic types of energy. Energy is either potential or kinetic.

Potential energy is stored energy. Think of Niagara Falls. The water at the top of the falls has potential energy. Kinetic energy is the energy of motion. As the water falls over the cliff, the energy changes from potential to kinetic.

Gasoline, made from oil, is stored in a tank below the ground. At this point, it has potential energy. When it is burned in a car engine, it makes the car move. It now has kinetic energy.

Energy also comes in different "kinds." Some of these include chemical, electrical, mechanical, and nuclear energy. They light our homes. They power our machines and cars. All these different types of energy have one thing in common- they have the ability to do work.

What Is Energy?

### Questions

1. What is the definition of energy?

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A. automobiles  
B. Niagara Falls  
C. the sun

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- A. nonrenewable
- B. fossil fuels
- C. renewable

- A. nonrenewable
- B. nuclear energy
- C. renewable

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[illegible]

Name \_\_\_\_\_



## Forms of Energy

By Brenda B. Covert

Energy is power - usable power. However, energy is not just the ability of a person to move and work and play. Every time anything moves - the wind, water, cars, clocks, animals, and more - energy is what makes it happen!

It takes energy for your remote control cars, karaoke machines, video games, and computers to work. It takes energy for people, plants, and animals to grow. It takes energy to cook a meal or read a book! As you might by now suspect, there is more than one form of energy.



First of all, energy comes in two forms: potential energy and kinetic energy. Potential energy is energy that is waiting to be used, such as when you are playing freeze tag and cannot run again until someone tags you. Batteries in a package waiting to be taken home and inserted in a game can be considered as potential energy. Kinetic energy is energy in action, such as the act of running away from "it" in your game of tag, or the playing of an electronic game that runs on batteries.

Here are some types of energy:

**Electrical energy:** You probably thought of this one right away! Power lines are everywhere. Electricity is easy to move from one place to another using wire. It is produced by the movement of electrons. We use electrical energy to light and heat our homes, run our dishwashers and washing machines, cook our food, play our music, and more. Speaking of music ...

**Sound energy:** Yes, it takes energy to make the sounds that become music or speech. All sounds and noises are forms of energy. If you have studied sound, you are aware that sound waves vibrate through the air, and even through some liquids and solids. That is movement, and all movement is energy!

**Light energy:** Light is a form of energy that we get from the sun. Light is linked to our ability to see, as well as to helping living things and plants grow. Light travels as waves from the sun to Earth.

**Chemical energy:** Batteries and plants use this form of energy. Even our bodies use chemical energy as they convert food into fuel.

**Heat energy:** We use heat for cooking, and we also need heat in order to live. Temperature is actually a measure of how much heat energy there is. The hotter something is, the faster its molecules are moving. This is also known as thermal energy. (Think thermal underwear -- it's long underwear whose purpose is to keep hunters, skiers, and other people warm in a cold climate.)

**Mechanical energy:** A form of energy that results from the movement of machinery. Think of gears, levers, and pulleys.

**Nuclear energy:** This is the most powerful type of energy that can be produced. It involves the energy that is stored within atoms and what happens when they are split.

These are just seven of the many forms of energy. We use energy every day. Energy is power!

Forms of Energy

### Questions

1. Energy involves:
  - A. shape
  - B. color
  - C. movement
  - D. food
2. There are two types of energy. They are:
  - A. potential and kinetic
  - B. possible and definite
  - C. finite and infinite
  - D. potential and kindling



Name \_\_\_\_\_

\_\_\_\_\_ 3. Kinetic energy is energy waiting to happen.

- A. True
- B. False

\_\_\_\_\_ 4. What is produced by the movement of electrons?

- A. nuclear energy
- B. karaoke energy
- C. elementary energy
- D. electrical energy

\_\_\_\_\_ 5. What is the other name for heat energy?

- A. electric
- B. thermal
- C. fiery
- D. nuclear

\_\_\_\_\_ 6. What type of energy is at work when mini-blinds are being raised or lowered?

- A. mechanical energy
- B. light energy
- C. thermal energy
- D. nuclear energy

\_\_\_\_\_ 7. What type of energy is produced by splitting the nuclei of atoms?

- A. nuclear energy
- B. sound energy
- C. thermal energy
- D. electrical energy

\_\_\_\_\_ 8. All movement is:

- A. energy
- B. entertaining
- C. electronic
- D. endangered